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example of his manner of dealing with these questions: "It is objected that trusts raise prices by restricting production and keeping down wages. The fact is, the trusts to date have paid as high wages as the lesser corporations; and when it is observed that there is an opportunity to pay higher wages there than elsewhere, no doubt wage-earners will receive their full share of the business." And again, "And it is a fact that on account of the concentration of a given industry prices are more stable under the organization of the trust, and that in the long run they average lower than under the competition of many small concerns. The wants of a community, both in manufacture and trade are more carefully estimated by this means of social organization." While it is quite generally conceded that the trust is an economical instrument in the *production* of wealth, there is a widespread feeling that it has interfered very seriously with the *distribution* of wealth. It would be interesting therefore to know where the writer found the figures upon which he bases his "facts."

About the best results that the teacher of economics in high schools and colleges can hope to receive are an awakened interest in economic questions, an open mind in seeking for the truth, and some knowledge of the process by which that truth may be reached. A few of the great principles of the subject are about as well established as the laws of mathematics and physics. These and the process of reasoning by which they have been determined furnish some excellent material for intellectual drill, but a forcing into immature and unprepared minds of a lot of cut-and-dried conclusions based upon insufficient data is apt to result in mental dyspepsia and a distaste ever after for anything that savors of an economic diet.

EDWARD E. HILL

CHICAGO NORMAL SCHOOL

Teaching a District School. By JOHN WIRT DINSMORE. New York: The American Book Co., 1908. Pp. 246. \$1.

This interesting book is evidently designed to place before those who expect to teach in rural schools, or those who are already engaged in such work, an outline on the essence of teaching and what the child and his parents may expect to receive from the public school. It is written in a simple and easy style which makes it attractive and at the same time practical.

The first five chapters deal with the individuality of the teacher and the special problems of the schoolroom. How thoroughly a young person from eighteen to twenty-one years of age, such as we find in most rural schools, can answer the personal questions is difficult to state. The inquiries are clear and to the point and must make an impression. The standard set is not too high. The suggestions for the first day of school are rather too elaborate and would not be practical in the rural schools at present.

Parents should understand that in all common-law states the teacher stands in the place of the parent and has full control of the child. The parents' duties to the school are legal as well as moral under our laws. Reading is not the proper basis today for classifying a rural school. The average of the subjects of reading, arithmetic, language, and geography should be made the basis of classification. The daily programme which the author suggests should be

revised to cover eight grades to conform to the general gradation of both rural and city schools. The foregoing suggestions refer to chaps. i and ii.

In chaps. iii, iv, and v we should note that the outline in number work given does not conform to present standards. There should be no formal work in numbers or recitations in numbers in the first three years. Written reviews or lessons should be limited in number and should not occur at stated periods. The author suggests every ten lessons which, if practiced, would be unfortunate. The "props" and "spurs" for the teachers as stated are most excellent and the words of warning and information found in chap. v are most timely.

Chap. vi on "Love as a Factor in Teaching" should be considered by itself. It is an essential part of the book, but is really a book in itself. Both parents and teachers should understand that they express their greatest love for the child when they insist that he shall grow naturally, behave properly, conform strictly to the best usages of society, and obey to the letter the rules established for the government of the home and the school. Prompt obedience to legally constituted authority is the basis of good citizenship.

Chaps. vii, viii, ix, and x deal with the real practical work of a schoolroom and the author speaks with considerable definiteness of the several subjects to be taught and of the aim to be kept in mind by the teacher. The author is especially happy in his suggestions regarding "reading" and the thought concerning "home reading" is a valuable one for every teacher. It is probable that in dealing with the practical in arithmetic we attempt too much and the author is not quite clear on this subject. The thoughts concerning "history" and "citizenship" are most excellent.

The suggestions in chap. ix on "industries" are very timely. The author, however, speaks rather briefly on the topic of "occupations for women."

Chaps. x and xi deal with the government of the school and the harvesting of results and these form a very appropriate conclusion to the work. The great problem in all school work is the teacher. The teacher's work is to take the "raw material," the boy, and through example, suggestion, direction, and inspiration develop the proper man. The author's suggestions are most excellent on this point. The test of every proposition is the result attained. Therefore, the harvesting of the results becomes most important. The "school exhibition" and the "school exposition" offer excellent opportunities for practical tests. The introduction of special-day exercises into school work gives opportunity for real culture, and the exposition should include a "fair" or a display of the various products of the school district or township.

In conclusion, Mr. Dinwmore's book is thoroughly sound and as stated before he has arranged a most complete outline for the teacher and I feel sure that the educational work of our country would be materially benefited could every teacher have access to this estimable little book. The author and the publishers are to be congratulated on its general excellence.

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